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ABSTRACT

This booklet presents exemplary curriculum guides from the years 1988-89 to 1993-94. The guides discussed in the booklet illustrate student-centered, performance-based approaches which can serve as models for other schools and school districts. Entries in the booklet include a description of each curriculum guide, a commentary about its applicability, and information about its availability (cost, a contact person or office, and the appropriate address). Following an introduction, the booklet presents a curriculum guide commended in 1993-94, a curriculum guide commended in 1992-93, three commended in 1991-92, six curriculum guides commended in 1990-91, and 19 guides commended in 1988-89. The booklet concludes with the criteria for planning and evaluating English language arts curriculum guides. (RS)

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ED 372 401

Commended English Language Arts Curriculum Guides, K–12

1993–94

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NCTE

Commended
English Language Arts
Curriculum Guides, K-12

1993-94

NCTE Committee
to Evaluate Curriculum Guides and Competency Requirements
Jacqueline Bryant-Turner, Chair

COMMENDED ENGLISH LANGUAGE ARTS CURRICULUM GUIDES, K-12
1993-94 EDITION

Evaluation, Abstracts, and Commentaries submitted by the NCTE Committee to Evaluate English Language Arts Curriculum Guides, K-12, and Competency Requirements, 1990-1993.

Jacqueline Bryant-Turner, Chair, Dallas Independent School District, Dallas, Texas

Member Advisors, Workshop Leaders, Consultants

Carol Aulbach, Heritage College, Toppenish, Washington
Mary Ann Eiler, American Medical Association, Chicago, Illinois
Joanne Fahey, West High School, Torrance, California
Richard Halle, Marshfield Junior High School, Marshfield, Wisconsin
Paula Mia Rollins, New York State Education Department, Albany, New York
Elizabeth Stroble, University of Louisville, Louisville, Kentucky
Betty Swiggett, Hampton City Schools, Hampton, Virginia
Greg Venne, Wausau West High School, Wausau, Wisconsin

Member Reviewers

John B. Aime, Santa Catalina School, Monterey, California
Robert A. Becker, Santapogue Elementary School, West Babylon, New York
T. Clifford Bibb, Alabama State University, Montgomery, Alabama
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Joan M. Caton, Reavis High School, Burbank, Illinois
Gary Coston, Giddings State Home and School, Giddings, Texas
Raymond D. Crisp, State University College at Buffalo, Buffalo, New York
Cora Lee Five, Edgewood School, Scarsdale, New York
Ruben Friedman, Plainedge High School, North Massapequa, New York
Christy Hammer, Mickle Junior High School, Lincoln, Nebraska
Robert L. Harrison, Jr., West Virginia Department of Education, Charleston, West Virginia
Sandra Ludeman, Lake Mills School District, Lake Mills, Wisconsin
Sally Hudson-Ross, University of Georgia, Athens, Georgia
Robert Hunt, Maine Township High School South, Park Ridge, Illinois
Hazel Jessee, Virginia Beach City Public Schools, Virginia Beach, Virginia
Rosalie B. Kiah, Norfolk State University, Norfolk, Virginia
Salvatore Luzio, Sr., Northeastern Education Intermediate Unit, Mayfield, Pennsylvania
Mahasin H. Majied, Darton College, Albany, Georgia
Kathleen Jordan Mallory, Southern Arkansas University, Magnolia, Arkansas
Barbara S. O'Breza, Cherry Hill High School West, Cherry Hill, New Jersey
Lorie B. Owens, Cambridge, Ohio
Richard S. Phelps, Cambridge Rindyet Latin School, Cambridge, Massachusetts
Edward A. Robinson, Northeastern Illinois University, Chicago, Illinois

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Committee to Evaluate Curriculum Guides

Function: To evaluate curriculum guides, K-12, including curriculum documents that do not fit into usual categories (e.g., a middle school vocabulary program, a course catalog for an elective program); to produce a document on how to develop good English programs in response to inadequately conceived and narrowly stated objectives, using existing state and local competency-based objectives to show how to create humanized curricula from dehumanizing objectives; and to critique guidelines, lists of objectives, and other statements related to competency testing produced by state departments of education and local districts.

INTRODUCTION

The 1993-94 edition of *Commended English Language Arts Curriculum Guides, K-12* heralds the culmination of this Committee to Evaluate Curriculum Guides' work, but also it will be the last of its kind. Since the Standards Project will assume the focus of this committee, NCTE has decided to channel the energies of curriculum development and process into it. The Standards Project has emerged as the future, as we are learning what is best for our students and communities along with the rest of the nation.

Commended English Language Arts Curriculum Guides, K-12 is more than a directory of curriculum documents that may serve as models for years to come. It has become a record of four years of service, of what the Committee learned about curriculum development as we reviewed the documents and discussed the guidelines yearly.

The most recent guides to receive commendation are few but exemplary in many ways. It is fitting that they should appear in this edition because of their unique qualities and what they bring to the curriculum development process. The guides illustrate student-centered, performance-based approaches which can serve as models for other schools and school districts. It is with pride and honor that we acknowledge the accomplishments of our colleagues in these pages.

It has been a pleasure to serve the constituents of NCTE in this capacity. On behalf of the members of the Committee to Evaluate Curriculum Guides and Competency Requirements, K-12, please accept my gratitude for your participation, your cooperation, and your outstanding performance.

Jacqueline Bryant-Turner
Chair

CURRICULUM GUIDE
COMMENDED IN 1993-94

ELEMENTARY

Curriculum Document:

Glenbard K-9 Language Arts Curriculum Guide

School or School District:

Lombard Elementary District #44
Lombard, Illinois

Contact Person:

Roberta Berglund, Ed.D.
Reading/Language Arts Administrator
Lombard Elementary District #44
150 West Madison
Lombard, Illinois 60148

Available for examination. Cost to be determined.

Abstract:

Working within a traditional grade-level goal structure, the writers have still produced a creative, up-to-date curriculum guide. A clear consistent philosophy based on current research and governing all parts serves as a unifying force. All exemplary lessons reflect the integration of speaking, listening, reading, and writing so strongly emphasized in the philosophical statement. In the third-grade activities, for example, students explore a theme through brainstorming, reading, creating charts, writing paragraphs, and explaining their illustrations for original poetry. Then, following current research on assessment, the document encourages teachers to grade on a wide variety of process activities, not just on tests and final products. In fact, there is a whole section devoted to general assessment and to portfolios in particular. This section is excellent and will prove helpful to teachers. The approach to language teaching further shows an awareness of current trends. The document states that grammar will only be taught in a meaningful context and the activities set forth reinforce that idea. Students learn correct usage as they revise and edit their own writing. They work with sentence structures and vocabulary for a purpose. Composing itself is always done with an audience and a clear purpose in mind. In several grade-level exemplary lessons, Nancie Atwell's Writing Workshop is used. Students are encouraged to choose their own topics and to confer with peers and teacher throughout their writing process. Besides showing a consistent philosophy, the lessons are creative and finely crafted with practical, flexible components that teachers can adapt to their own settings and styles. Several teachers will pilot these lessons and evaluate them for revisions.

CURRICULUM GUIDE
COMMENDED IN 1992-93

ELEMENTARY

Curriculum Document:

Pets and Me

School or School District: (Other)

American Pet Products Manufacturers Association, Inc.
Scarsdale, New York

Contact Person:

Clare De Nicola
Director of Public Relations
American Pet Products Manufacturers Association, Inc.
511 Harwood Building
Scarsdale, New York 10583

Available for examination. For samples and order forms, call 1-800-452-1225. Cost: $29.95 plus $4.50 shipping and handling.

Abstract:

Using a very creative and engaging theme, *Pets and Me*, this clear, convenient guide sets forth a flexible elementary grade-level unit that teachers may adapt to their own classrooms and time frames. It begins with a clearly stated philosophy that reflects current educational research in the most effective language-learning practices, along with a justification for the theme. Most activities, such as role-playing, creative group games, newspaper and art projects, put students at the center of learning and make learning enjoyable. In addition, although the guide is divided by grade levels, there are opportunities for the merging of different age groups in the same activity. Another excellent feature of the guide is the integration of several content areas. The theme lends itself to this integration. Further, a unique component is the inclusion of the parents and community in the learning process. Teachers are encouraged to invite pet caregivers to visit classrooms. Field trips to museums, animal hospitals, and zoos come as natural corollaries to parts of the unit. Assignments calling for parent/child cooperation help connect nicely to the children's own experiences. Teachers will find the resource materials, including titles of books, poems, cassettes, and actual master sheets for copying, quite helpful. Detailed descriptions of two teachers' classrooms and those teachers' adaptations of the materials to fit their situations show the flexibility of the theme and activities. Blank papers for alterations, along with evaluation forms, lend themselves to a living document.

CURRICULUM GUIDES
COMMENDED IN 1991-92

SECONDARY

Curriculum Document:

North Pole High School of Studies Language Arts Curriculum Guide

School or School District:

North Pole High School
North Pole, Alaska

Contact Person:

Patricia Sheehan
English Department Chair
North Pole High School
601 W. 8th Avenue
North Pole, Alaska 99705

Available for examination. Cost: $5.00

Abstract:

Organized into thematic units, this curriculum guide serves as a menu for the individual teachers of North Pole High School to select activities from all language arts strands that will lead their students to achieve the following goals:

(1) Communicate effectively;
(2) Think logically and critically;
(3) Discover and nurture creative talents;
(4) Understand and use essential technological systems;
(5) Become an ethical participant in all communities of which he or she is a member;
(6) Read, reflect on, and respond to a shared body of classic literature;
(7) Develop personal responsibility and communication skills for economic independence; and
(8) Acquire a positive self-image.

The guide represents a site-based curriculum decision that reflects district policies and the support of the local school board. The guide is well researched and incorporates a marvelous blend of multi-cultural works, including native Alaskan works, classical and recent literature, and fiction and nonfiction. The document makes the assumption that both teachers and students can make valid decisions about what is studied in the language arts classroom.

GRADES K-12

Curriculum Document:

Language Arts Curriculum Guide, K-12

School or School District:

Gwinnett County Public Schools
Lawrenceville, Georgia

Contact Person:

Colin Martin, Ph.D.
Kate Kirby, Ed.D.
Language Arts Coordinators
Gwinnett County Public Schools
52 Gwinnett Drive
Lawrenceville, Georgia 30245

Available for examination. Cost: $5.00 per grade level. Contact for more information.

Abstract:

The Gwinnett County Public School System of Lawrenceville, Georgia, has superbly orchestrated a K-12 curriculum that encompasses the five major objectives: reading, writing, speaking, listening, and thinking. I liken its curriculum to the artistic unity and integrity seen in the five-point-star-pattern quilt of the Sioux Indians in that it has truly integrated what would be the major goals of all curricular planning. This curriculum makes students "use" language to learn language through a focus that includes writing workshops, prewriting strategies, journals, conferences, and modern assessment strategies.

Commentary:

James Comer and Charles Silberstein have both given critical comments on what constitutes a good curriculum in moving toward the twenty-first century. Briefly paraphrasing them, a good curriculum should assess the learner, know the learner's strengths and weaknesses through systematic monitoring, and move toward giving the learner knowledge to cope in an increasingly multicultural and technologically sophisticated world. Gwinnett County Public Schools Language Arts Curriculum does that. Its goal is to "promote literacy as an interdisciplinary pursuit that is integrated throughout the day." This involves the parent, the administrator, the teacher, and the student. Gwinnett is truly abreast with current research and concomitant pedagogical practices.

GRADES K-12

Curriculum Document:

Huron Valley Schools Language Arts Curriculum Guide, K-12

School or School District:

Huron Valley Schools
Highland, Michigan

Contact Person:

Norean A. Martin
Assistant Superintendent of Instruction
Huron Valley Schools
2390 Milford Road
Highland, Michigan 48357

Available for examination. Cost: $38.00

Abstract:

Designed in the form of learning outcomes, the *Huron Valley Curriculum Guide* states what it is the district anticipates students will master in any given grade or course. Each teacher is individually responsible for how he or she provides the instruction to achieve the outcomes. The document begins with the "Purpose of Language Arts," "Language Arts Goals," a "Glossary of Language Arts Terms," and an "Employability Skills Profile." Also included is a rubric of "Writing Evaluation Criteria" by grade level. Each grade level is introduced by its goals that explain what students will be able to do. Following this is a grade-level "chart," which is divided into four sections: the strand, concepts to be taught, learning outcomes and materials, and context and strategies. Further, lists of books are included on the elementary and middle school levels. Charts show courses available at the high school, and further delineate the "College Preparatory" and "Vocational Preparation" program offerings. Starting in tenth grade, students are given choices as to which courses they want to take.

CURRICULUM GUIDES
COMMENDED IN 1990-91

ELEMENTARY

Curriculum Document:

Communication K-6 (English). Interim Edition.

School or School District:

Northwest Territories Education
Yellowknife, Canada

Contact Person:

Debbie Dobson
Aboriginal Languages and Bilingual Education
Education Division
Department of Education
Northwest Territories
Yellowknife, Canada

Available for examination.

Abstract:

Communication K-6 (English) is the second elementary English language arts curriculum produced by Northwest Territories Education. The document is organized in seven sections. The "Foundations Section" gives a philosophical overview of the program that includes current language research. The "Approach Section" gives the characteristics of the learner and learning. The "Curriculum Section" provides charts that include "Major Understandings" and "Key Experiences." The "In the Classroom Section" extends the materials in the "Curriculum Section" to include classroom environment, cooperative learning, and roles in language learning. The "Evaluation Section" provides multiple strategies for student assessment. The "Implementation and Reference Material Sections" provide factors for consideration, responsibilities of the key individuals, and professional readings. The document also treats viewing as a language arts skill.

SECONDARY

Curriculum Document:

Secondary English Program of Studies and Resource Book

School or School District:

Fairfax County Public Schools
Annandale, Virginia

Contact Person:

Donald Humbertson
Coordinator, Secondary Language Arts
Fairfax County Public Schools
Lacey Instructional Center
3705 Crest Drive
Annandale, Virginia 22003

Available for examination. Contact for information on cost.

Abstract:

Designed to provide a core program in English for all students from grades 7-12 in the Fairfax County Schools, this guide provides the framework for six program strands: language study, literature study, reading, speaking and listening, viewing, and writing. The philosophy statement, goals, and grade-level expectations provide the foundation for Part One's extensive description of instructional objectives by strand and grade level. Accompanying each strand are content maps or lists of process activities and forms, skill clusters, as well as detailed content and process objectives that reflect the district's view of language development within a spiral curriculum. Part Two of the guide provides supportive information (course descriptions and implementation guidelines). When Part Three is complete, it will consist of a program scope and sequence across all grade levels.

Commentary:

With language content and process at the center of the curriculum and a belief in students as experienced language users and learners, the teachers and staff who wrote and field-tested this guide have outlined a framework for six strands of a comprehensive secondary English/language arts program. Particularly useful are the illustrations of common classroom behaviors, identifications of what students know and do, and typical student responses to their learning; these are provided for each program of study outcome by grade level. The spiral intent of the curriculum is made clear by suggestions for increasingly complex encounters with language processes, language study, and literature. The content maps, sample process activities, and suggested forms that the writing, reading, and speaking may entail are readable, varied, and consistent with modern language theory and best practice.

Curriculum Document:

Peel English Curriculum: Grades 7-12, Volumes 1-4

School or School District:

Peel Public Schools
Ontario, Canada

Contact Person:

Chris M. Worsnop
Peel Public Schools
5650 Hurontario Street
Ontario, Canada

Available for examination. Contact for more information.

Abstract:

Representing a collaboration of the very best in practice and research of over 100 teachers in the Peel secondary schools, this series currently specifies the language arts curriculum in writing and fiction for three levels of language development. The premise of the program presented in *The Teacher/Learner* is that changes in the curriculum should be based upon what is known about teaching and emerging knowledge of the variety of ways students learn. The curriculum changes reflected in these documents underscore the following:

(1) Society is rapidly changing;
(2) Learning occurs individually, but also in groups;
(3) Language development does not occur linearly, nor in all individuals at the same time;
(4) Multiculturalism and sexual equity are important concerns for the language arts curriculum;
(5) Computers and technology have forever changed the language arts curriculum;
(6) The teacher must continue to be a learner too; and
(7) A curriculum document must be of use to teachers at all levels of experience.

The volumes currently available are on the cutting edge of research in language development. *Cooperative/Independent Learning* focuses on strategies that will lead students from "teacher dependent" to "autonomy" in small group learning. *Learning through Writing* provides manifold strategies to help students move toward independence in composition of many kinds. *Learning through Fiction* aims at assisting students to "read like a writer" and understand "the relationship between the reader/author/text and context." Each volume is filled with outstanding resources for teachers and students, reflecting classical and current literary works and other media of communication relevant to young learners. The program outlined provides for students at all levels of language maturity, including the college-bound senior. This curriculum guide hits the mark.

GRADES K-12

Curriculum Document:

Reading Instructional Model, Preschool-12

School or School District:

Davenport Community Schools
Administration Annex
1022 Main Street
Davenport, Iowa 52803

Contact Persons:

Carol Webb
Curriculum Coordinator
Elementary Language Arts

Kathleen Learn
Curriculum Coordinator
Secondary Language Arts

Davenport Community Schools
Administration Annex
1022 Main Street
Davenport, Iowa 52803

Available for examination. Cost: $10.00

Abstract:

Designed to implement reading program reform, preschool through grade 12, this guide provides the framework of the total reading program of the Davenport Community Schools. It presents instructional guidelines and strategies for teaching students in functional and usually mixed-ability groupings, promotes the use of grade-level social studies and science texts to teach reading, incorporates multiple modes of assessment of reading performance, and takes an integrated approach to language arts at all levels. The first two sections are introductory, giving the philosophy, goals and objectives, and an overview of the program. Section 3 outlines curriculum and program activities, including a description of developmental stages of reading and the program designs for elementary and secondary levels. The program is neatly capsulated in four 6's: six development stages, six instructional modules, six curriculum strands, and six delivery styles. Section 4 provides an extensive bibliography of professional books. Section 5, the Appendix, contains among other things examples of comprehension and organizing strategies such as story mapping, semantic mapping, and the structured overview. It includes also an annotated summary of pertinent research and professional literature.

GRADES K-12

Curriculum Document:

Language Arts Program Guide, K-12

School or School District:

Hawaii Department of Education
Honolulu, Hawaii

Contact Person:

Judy A. McCoy
Administrator, Language Section
Hawaii State Department of Education
Office of Instructional Services
189 Lunalilo Home Road, Second Floor
Honolulu, Hawaii 96825

Available for examination. Cost: $7.00. Contact for more information.

Abstract:

This one-volume guide provides the framework for English language arts curricula, K-12, for the public schools of Hawaii. Section One gives an overview of beliefs about language, thinking, teaching, and learning. Section Two, the largest part of the guide, presents the framework for five major areas of emphasis: oral communications, reading, writing, literature, and language study. Each area is developed by definition, concepts of the area, goals and objectives, and essentials for teaching. Briefly discussed are three related areas: drama, journalism, and media. Section Three outlines broad goals and objectives and learner outcomes. Section Four provides sample strategies and activities for teaching language across the curriculum. Section Five addresses four issues in language arts: grammar, spelling, phonics, and standard English. Section Six describes the use of this guide in district curriculum improvement efforts. Section Seven includes a list of related Hawaii Department of Education publications, a bibliography, secondary course offerings, and a textbook evaluation worksheet.

Commentary:

A state-level curriculum document, *Language Arts Program Guide* provides a comprehensive philosophy and broad goals and objectives for language arts programs, K-12. The guide is outstanding in its consistency in applying theory to practice. Interrelationships in language arts are emphasized throughout. The document is well written, with sections following one another logically and with clear transitions. Introductory statements for the five major areas of emphasis are succinct and yet highlight important findings of current research. The "Language Across the Curriculum" section includes both general strategies and specific activities for content areas. The "Issues in Language Arts" section addresses forthrightly controversial topics in language arts curriculum--grammar, spelling, phonics, and standard English. The "Implementation" section clarifies the use of this guide for district-level curriculum developers. This guide can serve as the primary reference for writing individual units and courses. It is a model of its type. To be effective, however, the user must be adept in applying broad concepts and strategies to individual units and daily lesson plans.

GRADES K-12

Curriculum Document:

Wyoming Arts: An Education Plan for Visual Arts, Dance, Music, Theatre, Literary Arts, K-12

School or School District:

Wyoming Department of Education
Cheyenne, Wyoming

Contact Person:

Nancy Leinius
Language Arts Consultant
Wyoming Department of Education
Hathaway Building
Second Floor
Cheyenne, Wyoming 82002

Available for examination. No cost.

Abstract:

Designed to provide outcomes, summarize underlying issues, suggest ideas for assessment, and offer resources for all of the arts, this guide includes a comprehensive plan for the literary arts. A succinct opening statement emphasizes that the literary arts include creative writing and the writing process within the context of all the language arts (reading, research, listening, viewing, speaking, and thinking) and across the curriculum. It encourages literature and writing styles of various cultures, of daily life, and of the social and business communities. Each level (I to be accomplished by grade 5, II by grade 8, and III by grade 12) includes outcomes for aesthetics, criticism, history, and production in the literary arts. These outcomes are carefully written and reveal the introductory emphasis on integrated language arts. Also included are a brief glossary of terms, an overview of assessment, several useful articles and samples of evaluation tools, a comprehensive list of local, state, regional, and national resources, and a complete reference list. English/Language Arts teachers and curriculum specialists will also find the section on drama useful.

CURRICULUM GUIDES
COMMENDED IN 1988-89

ELEMENTARY

Curriculum Document:

Content-based Supplementary Spelling Lesson Guides, Grades 1-3, 4 and 5, 7 and 8

School or School District:

Decatur Public Schools District 61
Decatur, Illinois

Contact Person:

Betty Watkins
Language Arts Strategist
Decatur Public Schools District 61
Otto C. Keil Administration Building
101 West Cerro Gordo Street
Decatur, Illinois 62523

Available for examination.

Abstract:

Each of the five guides is prefaced by a review of current research that is followed by an explanation of instructional implications. A sample lesson plan with a stated objective, lesson introduction, development, and summary offers the teacher a pattern that illustrates the underlying research principles. The spelling lessons are content-based; the list of words is based on vocabulary contained in language arts, science, social studies, and math. The individual lessons contain the vocabulary list and practice, application, and extension activities. The material is easy to follow and the worksheets are appropriate for photocopying.

Commentary:

The spelling guides capitalize on student interest in content areas in order to provide instruction in spelling. For example, there is a lesson on the bicycle and all the parts and terms associated with it. For one of the lesson's activities, students must label the bicycle's parts and identify these associated terms. The vocabulary is derived from lessons on such topics as the weather, the Constitution, and sports. Integrating spelling rules and practice with the content areas makes the guides useful and meaningful. All of the lessons and worksheets apply the principles of research presented at the beginning of the guide. The guide itself is readily adaptable because the lessons can be selectively reproduced. The format is clear and the organization easy to follow.

Curriculum Document:

Elementary English Language Arts, K-5
Middle School Language Arts
High School Language Arts

School or School District:

Fort Worth Independent School District
Fort Worth, Texas

Contact Person:

Sue Spratt Smith
Program Director for English Language Arts
Fort Worth Independent School District
3320 West Cantey
Fort Worth, Texas 76109

Available for examination.

Abstract:

The English language arts curriculum guide from Fort Worth Independent School District contains objectives as well as scope and sequence charts for writing, language (oral and written), listening, reading, and literature. The guide is organized in three volumes. The first volume of eighty-eight pages describes the curriculum for kindergarten through grade 5. The second volume deals with middle school curriculum in grades 6 through 8 in twenty pages. The third volume describes English I, II, III, and IV at the high school level in forty pages. The philosophy and rationale of the language arts program remain constant as students move up through the grades while the objectives change. Listings of "essential elements" are provided for each grade level.

Commentary:

The Fort Worth Independent School District curriculum guide is strong in its writing, literature (in addition to reading), and listening strands. The writing component is based upon the writing process, which is taught from the early grades through high school. The literature component is balanced and well thought out. The overall curriculum design has goals based on the underlying philosophy and rationale. From kindergarten through English IV, the program has a constant philosophy and rationale for a foundation, so there is continuity for students who move through the grades.

Curriculum Document:

Writing, Grades 1-3, Teaching and Testing Our Basic Skills Objectives

School or School District:

South Carolina State Department of Education

Contact Person:

Dr. James A. Wilhide
Language Arts Consultant
S.C. State Department of Education
801 Rutledge Building
Columbia, South Carolina 29201

Available for examination. Cost: $2.00

Abstract:

This is a guide for teachers of writing in grades 1-3. It describes the stages of the writing process, the key elements of each stage, and ways teachers can help students as they move through the stages. The guide also includes specific management suggestions and tools, including lists of suggested materials, ideas for writing across the curriculum, editing checklists, a description of student writing folders, suggestions for content, and editing conferences. Fifteen lesson plans are included as well as a bibliography. Appendixes include ideas for publishing student writing and a list of publications that accept student writing, a sample letter to parents, and ERIC digests on spelling and handwriting.

Commentary:

Perhaps the most promising thing about this guide is a State Department of Education's willingness to place its stamp of approval on a meaning-centered approach to learning. For teachers of grades 1-3, it provides a clear, attractive, well-organized description of the "process" orthodoxy. It provides helpful information for teachers who are just beginning to learn to teach writing. For those with more training and experience it offers moral support and acts as a jumping-off point for more in-depth learning.

This guide provides a clear, well-organized description of a writing classroom in grades 1-3 and offers many suggestions for a management structure and tools teachers can use to teach writing. The format is attractive and the material well presented. Teachers will find many of the suggestions, forms, and checklists helpful.

Curriculum Document:

Novel-Based Language Enrichment (NoBLE)

School or School District:

Montgomery County Public Schools
Christiansburg, Virginia

Contact Person:

Linda Waggaman or Jane Goette
Montgomery County Public Schools
200 Junkin Street
P.O. Box #29
Christiansburg, Virginia 24073

Available for examination.

Abstract:

The guide's strength lies in its development of higher-order thinking skills. Questions are provocative and open-ended. There are wonderful suggestions for further activities designed to take a child deeper into each genre and to incorporate science and social studies into the reading curriculum. In keeping with the whole language approach, the guide addresses writing and vocabulary development within the teaching of children's literature.

Commentary:

More attention could be given to bilingual instruction, the use of media, computer instruction, and linguistics. Overall, the strengths of comprehension development and the encouragement of the reading of quality literature make this guide a valuable resource for any language arts program. As an enrichment program, it would be an asset to any language arts curriculum.

Curriculum Document:

Language Arts, Reading, and Literature Curriculum

School or School District:

Wilmette Public Schools
Wilmette, Illinois

Contact Person:

Marilyn Crow
Reading/Language Arts Facilitator
Wilmette Public Schools
District 39, Cook County
615 Locust Road
Wilmette, Illinois 60091

Available for examination.

Abstract:

The curriculum includes a comprehensive language arts program for K-8, inclusive of writing, speaking, listening, spelling, handwriting, library use, and referencing. Also included are separate curricula on reading and literature. Philosophy statements and objectives present language development as a complex, recursive process and endorse an integrated program. Skill instruction is organized by grade level and learning strategies are based on the students' developmental levels. District learning goals are correlated with state learning goals. Bibliographies are included for further reference.

Commentary:

The curricula are all research-based. The curriculum on reading is especially impressive, with the recognition and integration of concepts like metacognition, prior knowledge, and interactive learning. The concept of text is presented theoretically as consisting of macrostructures, hierarchical levels, and information sources. These distinctions in turn are applied in models of reading assessment. The curricula also include a detailed scope and sequence for a comprehensive literature program and recognize that the teaching of reading and the teaching of literature are interrelated. The composition curriculum makes the necessary distinction between process and product and incorporates Shaughnessy's conceptual map. A writing overview chart delineates composing strategies. The "portrait of an effective writer" is especially well done, as is the description of "an effective writing instructor."

The organization of the curricula is excellent, with a communications manual that discusses its working design: strategies, selected on the basis of content and need, represent sets of integrated-organized skills. Objectives are organized as stages.

The curricula's major strength is their detailed attention to current research in language learning theory, and the rendering of that research in applications based on students' abilities, interests, and needs.

Curriculum Document:

English Language Arts Curriculum Guide, Grades K-6

School or School District:

Louisiana Department of Education
Office of Academic Programs

Contact Person:

Mari Ann Fowler
Education Executive Administrator
Louisiana Department of Education
Office of Academic Programs
P.O. Box #94064
Baton Rouge, Louisiana 70804-9064

Available for examination. Cost: $6.00 plus $2.00 postage

Abstract:

Representing a team effort that included education professionals and community members throughout the State of Louisiana, this curriculum guide updates a previous edition that outlines the language arts skills, levels of instruction, and suggested classroom activities for instruction from kindergarten through grade 6. Following a brief philosophical rationale stressing the interrelatedness of the various language arts and an explanation of how to use the guide, the first section lists the grade-level standards embedded in the curriculum. The major section of the guide presents instructional activities organized by domain (broad divisions of course content representing traditional areas of the language arts curriculum) as follows: (1) reading and writing readiness skills; (2) word attack skills; (3) vocabulary; (4) comprehension; (5) composition skills; (6) writing mechanics; (7) language structure and usage; and (8) study skills. The guide concludes with a section of practical reminders for effective classroom presentation, a comprehensive bibliography, and a succinct index to curriculum and standards information.

SECONDARY

Curriculum Documents:

Junior High School Language Arts Curriculum Guide, 1987
Reading 10: Curriculum Guide

School or School District:

Alberta Education, Curriculum Support Branch

Contact Person:

Tara Boyd, Coordinator--Language Arts
Curriculum Support Branch
Alberta Education
11160 Jasper Avenue, Box #28
Edmonton, Alberta
Canada T5K OL2

Available for examination.

Abstracts:

Junior High School Language Arts Curriculum Guide, 1987

This document recognizes the moral development stages in the continuous process of language learning and is designed to reflect the interrelatedness of the processes of listening, speaking, reading, writing, and viewing. The focus is upon the active use of language, learner involvement, and the students' right to their own language. The statement of content contains the core of the guide and outlines the content of the curriculum. Throughout, goals are directed toward higher levels of thinking skills. Listening focuses upon a speech model that involves three activities: discussing the role of the listener; using students' talk to accompany and enhance language learning and to assimilate and accommodate new information used to construct and express new knowledge, skills, and attitudes; and asking students to form, evaluate, and adjust hypotheses. The reading process stresses how to respond to literature. Research supports the writing process, and multiple writing scales and charts are in the appendixes. Viewing is defined as a way to perceive our environment, to create meanings, to expand vicarious experiences, to create a need for new language, and to develop new thought. The guide defines and refocuses methodology on observing and measuring student competencies and growth points in an effort to ascertain what students learn, what they are ready to learn, and what they need to know. A sample thematic unit illustrates the Alberta curriculum model for junior high. Methodology adapts to the moral development patterns of adolescence, to the learner's needs in a changing society, to the nature of knowledge, and to the learning environment, and recognizes that learning and development are interactive processes. System-wide evaluation processes reflect the influences of Cooper and Diederich and move from traditional methods of evaluation.

Reading 10: Curriculum Guide, 1987

Reading 10 uses a conceptual reading model to design a complementary reading course to help all students upgrade their reading skills. It defines a good reader and his or her behavior and presents strategies to enhance the cognitive and affective domain. A sociolinguistic approach is used to develop the reading process and to tie reading into the core curriculum. Multiple language activities are designed to achieve a whole language approach. Reading is integrated into writing, speaking, and listening to enrich and achieve reading goals that are merged into the total learning environment. This document links theory with practice, utilizes a practical application in all areas, relates reading to real-life experiences, provides techniques to build and enhance thinking skills, and presents appropriate teaching strategies for a wide range of readers.

Curriculum Documents:

Junior High School English, Grades 7 and 8
Junior High School English 1 and 2, Grade 9

School or School District:

Luther Burbank Junior High School

Contact Person:

Jeanne Savoy
Luther Burbank Junior High School
3700 West Jeffries Avenue
Burbank, California 91505

Available for examination: ERIC
Grades 7 and 8 ERIC ID#ED296372 CS211380
Grade 9 ERIC ID#ED296373 CS211381

Abstract:

Intended to promote an appreciation, understanding, and enjoyment of various forms of literature with a focus on core work for each semester (a California mandate) and to furnish opportunities for students to experience writing as a process, these guides promote the interrelatedness of three elements: The core literature, the students' experiences, and the research development by and from the National Writing Project coalesce into a coherent whole. Each semester's work in each course offers detailed materials for the core work and for four or five additional works, representing all literary genres. Each unit's development offers "Bridges" (extended pre- or post-readings), "Into the Core Work" (pre-reading activities), "Through the Core Work" (kinds of reading, ongoing comprehension activities, vocabulary development, and testing), and "Beyond the Core Work" (culminating processes of writing). Extensive appendixes provide both essential and supportive materials in content and in methods.

Commentary:

These two documents, which are part of an articulated K-12 program, meet the demands of the California mandate and should be useful in any other classrooms as well. (It is noteworthy that one of the schools using these materials is an identified NCTE Center of Excellence.) Each semester of each year's work focuses on the required "Core Work" and the four or five other works that represent all literary genres existing during the three-year span of these guides are equally fully developed. In addition, the seventh-grade course adds an "Orientation to Junior High School" unit and the eighth-grade course, a "Career/Vocational Planning" unit. Both grades receive direct library instruction. Clarity and range are the hallmarks of these guides. Each abounds in suggestions and methods for achieving its goals, contained in detailed lesson plans that leave choice where it belongs, in the hands of the teacher who knows the students. Higher-level thinking-skills development is emphasized and recall, knowledge, and application suggestions are plentiful as well. Writing is based on the literature at the program's foundation and on the experiences and thoughts of the students themselves. Oral expression, group activities, vocabulary development, and language development reflect the programs' commitment to use in the classroom.

Curriculum Document:

Curriculum Guide for Comparative European Literature

School or School District:

Mt. Lebanon School District
Pittsburgh, Pennsylvania

Contact Person:

George D. Wilson
Supervisor of Secondary Education English
Mt. Lebanon Senior High School
7 Horsman Drive
Pittsburgh, Pennsylvania 15226

Available for review.

Abstract:

The one-semester, elective course on Comparative European Literature covers eight units over an eighteen-week period. Thematically arranged, the units integrate literature, art, and music in the following topics: The Righteous, The Lonely People, The Woman Scorned, The Prisoners, The Alienated, The Absurd Man, and The Seeker. The introductory unit covers the definitions of terms and philosophies used throughout the course. Literary works are enhanced by appropriate pieces of music and works of art. For example, in the unit, The Prisoners, Sartre's "The Wall" may be supplemented by "Lacrimosa" from Britten's *War Requiem* and Picasso's *Guernica*. Each unit contains objectives (cross-referenced to the course objectives), emphasized works, suggested activities, and evaluative criteria and expected levels of achievement. This humanities course is intended for

high school juniors and seniors and offers a challenging look at the "common basis of feelings, thoughts, and aspirations" possessed by all people.

Commentary:

The many strengths of the guide are: the inclusion of the major movements in art, music, and literature; the structuring of the guide in thematic units that include a variety of literary genres; the content itself--substantial, challenging works of art; the variety of activities; the balance between required and suggested work; and the section on Evaluative Criteria. The content speaks for itself and rarely is there an intrusion into it; that is, the teacher's judgment is respected. The Evaluative Criteria section for each unit is most impressive because of the varied means of evaluation, the number of choices both for students and teacher, and the recognition of different learning styles and ability levels. The Expected Level of Achievement revealed in measurable terms not only what was taught but also what was learned. Finally, the guide is concise, a significant achievement.

Curriculum Document:

High School English Curriculum

School or School District:

Blaine High School
Blaine, Washington

Contact Person:

Neil K. Nix, English Teacher
P.O. Box "S"
Blaine High School
Blaine, Washington 98230

Available for examination. Cost: $10.00

Abstract:

The Blaine *High School English Curriculum* guide outlines the course content and teaching strategies for World Literature, American Literature, Classical Studies, and Advanced English. The World and American Literature courses are designed to take one year of study each. Classical Studies and Advanced English are both one-semester courses. The guide focuses on language use, specifically composing and comprehending.

Commentary:

This curriculum guide's strength lies in its simplicity and ease of use. The guide is designed in a way to make it useful to both the experienced teacher and the novice. Additionally, the format allows the teacher to easily remember the overall content of the course for long-range planning purposes.

The guide opens with a one-sentence statement of philosophy that explains the rationale for the curriculum. Objectives such as "the student will understand and appreciate ancient literature" are not ignored just because they are difficult to measure. Also, the composition strand includes responses to literature, personal narratives, as well as world-of-work-related activities. This curriculum guide includes public speaking experiences for all students.

All in all, this is a brief but up-to-date curriculum guide which is strong in the basics of English education while including use of computers and other aids to support instruction.

Curriculum Document:

Course of Study and Instructional Resource Guides: Education for the 21st Century

School of School District:

Upper Arlington City School District
Upper Arlington, Ohio

Contact Person:

James Allen
K-12 Language Arts Coordinator
Upper Arlington City School District
1650 Ridgeview Road
Upper Arlington, Ohio 43221

Abstract:

The guide for the Upper Arlington School District focuses on education for the 21st century. A major goal of the curriculum is to help students become active and independent learners who write, argue, discuss, socialize, listen, and examine ideas. The goals and learning activities are based on recognized research.

Commentary:

This curriculum guide is extremely well organized and very easy for teachers to use. The scope and sequence process is clear, making it easy for teachers to see how their teaching fits into the total scheme. Objectives are well organized, yet teachers are also allowed considerable flexibility in both materials and methods in reaching those objectives. The emphasis on computer literacy is extensive. The guide is sophisticated, research-based, and complete.

Curriculum Document:

Exploring Literature through Films: Project ELF

School or School District:

Los Angeles County Office of Education
Downey, California

Contact Person:

Kathryn Edwards
Los Angeles County Office of Education
Instructional Communications Technologies
9300 East Imperial Highway, Room #260
Downey, California 90242

Not available for examination.

Abstract:

Noting that instructional films can serve as a valuable tool to motivate students and to help them organize, interpret, and evaluate concepts presented, this program guide is designed to assist teachers in planning instructional activities that will effectively integrate films into the English language arts curriculum. The first section of the guide presents an initial statement of purpose, instructions for use of the guide, and a graphically presented lesson format for each study guide. The remainder of the guide presents detailed lessons for works in diverse literary genres. Each genre section begins with a brief outline enumerating topics to consider when introducing films based on that particular literary type. The study sections are as follows: (1) biography, including films on Edgar Allan Poe, Robert Frost, and Shakespeare; (2) drama, including Ibsen's "A Doll's House," Shakespeare's "Hamlet," and Shaw's "Pygmalion"; (3) the novel, including Hemingway's "Islands in the Stream" and S. E. Hinton's "Tex"; (4) poetry, including material on Chaucer and Japanese haiku poetry, as well as on the epic poem; (5) short stories, including works by Balzac, Shirley Jackson, and D. H. Lawrence; and (6) science fiction and fantasy, including Ray Bradbury's "The Flying Machine" and W. W. Jacobs's classic short story "The Monkey's Paw." The program guide concludes with an appendix containing information for ordering films, a request for user comments, an invitation for teachers to submit their own lesson plans, and a sample lesson format.

GRADES K-12

Curriculum Document:

Write More, Learn More: Writing Across the Curriculum

School or School District:

Monroe County Community School Corporation

Contact Person:

Shari Bradley
National Training Coordinator, Phi Delta Kappa
P.O. Box #789
Bloomington, Indiana 47402

Not available for examination.

Abstract:

This curriculum guide was produced by the Monroe County Community School Corporation at Bloomington, Indiana. It describes possibilities for teaching and managing writing as well as integrating writing into ongoing curriculum. It is a support document intended to provide teachers with the information and materials needed to integrate writing as a tool for teaching and learning across the curriculum in K-12 classrooms.

Commentary:

The Monroe County Community School Corporation clearly points out that this document is a "descriptive curriculum" for the teaching of writing. The corporation's members have successfully avoided producing the typical "skill and drill" curriculum guide that overspecifies what all children should learn at specific grade levels. Instead of assuming a prescriptive posture in which teachers are viewed as technicians, they assume that the teacher is a professional and is in the best position to make implementation decisions. Although at 424 pages the guide is a bit bulky, it does contain numerous activities that K-12 teachers will find very useful. Also included are helpful suggestions for the often overlooked area of classroom management. Especially appreciated is the fact that the guide directly addresses the dilemma of writing assessment and the conventional giving of letter grades. The guide's philosophy is grounded in the most current research and theory of writing development.

Curriculum Document:

English Language Arts Framework, Kindergarten-Grade 12

School or School District:

Texas Education Agency

Contact Person:

Sylvia A. Rendon
Director, English Language Arts Programs
1701 N. Congress Avenue
Austin, Texas 78701-1494

Available for examination. Cost: $3.00

Abstract:

This guide is very well organized and clearly written. It would be very helpful for subject area consultants and for individual teachers in school districts. It is an excellent resource for integrating all areas of language arts at all grade levels.

Commentary:

The only area that could use further development is in students' generating ideas for instruction and playing a more important role in evaluation. The primary focus in almost every part of the unit is on the teacher "teaching." A brief section in the guide might convey the importance that students can play in planning and evaluating their own learning.

Curriculum Document:

English Language Arts K-12 Curriculum Guide

School or School District:

Hurst-Euless-Bedford Independent School District

Contact Person:

Helen Campbell
Secondary English Language Arts Consultant
Hurst-Euless-Bedford Independent School District
1849 Central Drive
Bedford, Texas 76022

Available for examination. Cost: $25.00

Abstract:

1. Document provides total program, K-12
2. Format of guide is usable, i.e., not cumbersome, provides a springboard for teachers to plan
3. Repetition of objectives provides a scope and sequence
4. Writing process is emphasized
5. Reading list is strong
6. Documentation of Essential Elementary for Texas

Commentary:

This document serves as a guide for K-12 language arts, ESL, and high school journalism. Listed are concepts, objectives, content, activities, enrichment activities, reading lists, and bibliographies for language arts organized by grade levels K-12. Each grade level includes concepts divided into three strands: Reading/Literature, Written Language, and Oral Language. The strands include concepts that are related to the district's goals, which are listed at the beginning of the guide. Objectives are listed under each concept, with suggested activities that lead to the achievement of the concept. Succinctly written course outlines appear at the end of many grade levels. In grades 7 and 8, course objectives are outlined for enriched and regular classes. High school courses are divided by honors, regular, and correlated (students functioning below grade level). English as a Second Language K-12 is included in the guide in the same format as the other two segments. At the end of the guide is a complete listing of concepts, objectives, content, teaching suggestions and activities, and enrichment activities for all courses offered in high school journalism.

This guide serves as a comprehensive resource and model for committees developing their own guides. It provides direction and some specific ideas.

Curriculum Documents:

English Language Arts Curriculum Guidelines, K-12 (April 1989)
Reading Curriculum Guidelines, K-12 (August 1988)

School or School District:

Superintendent of Public Instruction
Olympia, Washington

Contact Person:

Fred Bannister, Supervisor
Reading/Language Arts
Old Capitol Building FG-11
Olympia, Washington 98504-3211

Available for examination.

Abstract:

English Language Arts Curriculum Guidelines, K-12 (April 1989), 139 pp., and *Reading Curriculum Guidelines, K-12 (August 1988),* 92pp., are both published by the Superintendent of Public Instruction of Olympia, Washington. Designed for use by those charged with creating, maintaining, and/or revising curricula (meaning everyone in the educational family), they are clear, comprehensive sets of easily applied guidelines for any school. Both follow the same general pattern: stated goals are supported by learner outcomes. Both are grouped by goals into K-3, 4-6, 7-9, and 10-12 sets. *English Language Arts* is developed in a chart format and includes examples of methods of implementing the instructional implications of each goal and desired learner outcome. Both are descriptive rather than prescriptive, are nearly free of jargon, and include useful appendixes.

Commentary:

Both documents are user-friendly. The K-12 reading guide explores the capabilities of the word processor to change fonts, pitch, and style to a great extent. Both are easy to understand, easy to work with, and ready for use at any level. Particularly noteworthy is their consistency of focus, tone, and purpose. They are professional publications for the working practitioner.

Curriculum Document:

English Language Arts Syllabus, K-12

School or School District:

New York State Education Department
Albany, New York

Contact Person:

Jacqueline L. Marino, Ed.D.
Associate Bureau of English/Reading Education
New York State Education Department
Room #660 EBA
Washington Avenue
Albany, New York 12234

Available for examination. Cost: $2.50

Abstract:

This *English Language Arts Syllabus, K-12,* is a document to assist administrators and other developers of curricula at district and building levels. General criteria for an effective integrated curriculum, instructional objectives, and suggested evaluation methods are outlined. The document is divided into eight sections that include introduction, planning, characteristics of effective

English/language arts curricula, strands, foundation for literacy, and curricula for listening and speaking, composition, and reading and literature. An appendix is included that shows where the strands are related to goals, how the goals are related to the objectives, guidelines for keyboarding, and information regarding physically challenged students.

Commentary:

This document can be used by any school as a pattern for local curriculum planning and district assessment. It reflects current research for all of the components of the English/language arts. Used together with three manuals, *Listening and Speaking in the English Language Arts Curriculum K-12, Composition in the English Language Arts Curriculum K-12,* and *Reading and Literature in the English Language Arts Curriculum K-12,* it ensures a sound basis for development of an effective English language arts curriculum. Persons responsible for developing an English language arts curriculum will find this comprehensive document an important resource for developing an integrated language arts program.

Curriculum Document:

K-12 Language Arts Course Outlines

School or School District:

Boise Independent School District #1

Contact Person:

Dr. Don Coberly, Language Arts Supervisor
Boise Independent School District #1
1207 Fort Street
Boise, Idaho 83702

Available for examination. Cost: $7.00 per outline

Abstract:

The district's decision to develop an integrated language arts curriculum informs all of these books. The format, wide pages with unit activities in parallel columns for reading/literature, writing, and communication/language, helps implement the approach. Goals for both students and teachers are included. Recent research and thinking is evident in both the goals and the activities. Each guide is designed to include enough units to cover the year. Sample model integrated lessons and units are included. Unfortunately, the guides do not mention any teaching about the various media and the activities include only a faint bow toward using them. All the books of the series, however, emphasize thinking skills with both goals and activities. These guides are current, user-friendly, and comprehensive.

Commentary:

These guides include no material about, or scarcely a brief nod toward evaluation, media instruction, and uses of technology, but given those omissions the guides are excellent. They each lay out a year's work, giving both teacher and student goals. The district decision to develop an integrated language arts program is implemented through goals, activities, and even format. Reading, literature, writing, thinking, and, in levels 2 and 8, speaking and listening skills are completely integrated into literature-centered units. Model integrated lessons and units are included. Scope and sequence and supplementary materials are here, too. The activities may require the teacher to find out what is being recommended. For instance, without explanation the guide recommends "Keep a reading journal" or "Write in your diary daily." The guides are, however, very good. They are not cookbooks, but they are sufficient to guide an informed teacher through a fine teaching year.

Curriculum Document:

Seeking Excellence in Education, K-12

School or School District:

El Dorado County Schools
Placerville, California

Contact Person:

None specified.

Abstract:

The El Dorado County curriculum guide is an integrated, literature-based program. Four strands--writing, literature, oral language, and language study--are developed, with skills introduction, reinforcement, and mastery time lines presented in an easy-to-read chart. Each strand, then, is defined for each grade level with a list of skills to be covered for that year. The appendix includes a suggested reading list, a K-8 core reading list, a definition of the writing process, and suggested writing activities for each grade. The concisely written guide is presented in an attractive format with charts to indicate skill development and color coding for each of the strands.

Commentary:

The major strength of the guide rests on the fact that the program is an integrated, literature-based program with choice of materials left to individual schools/teachers. Of particular note are the material on the writing process, the emphasis on listening skills, and the list of core and additional readings. The grade-by-grade breakdown of each strand enables the classroom teacher to understand readily the objectives for language arts in any given year.

The philosophy statement immediately clarifies the intention of the program. The skill mastery time lines are realistic and appropriate to the levels. The grade-by-grade breakdown of each strand enables the classroom teacher to understand readily the parameters for his or her program. In all, its concise, to-the-point nature makes this a guide that teachers will use because of its accessibility.

Though lesson plans, methods and procedures, and other material may be helpful both to the beginning and the experienced teacher, they are not necessary to the articulation of an integrated language arts program. The accomplishment here is significant in that respect. Resources that help the teacher implement the curriculum are available elsewhere.

CRITERIA FOR PLANNING AND EVALUATING ENGLISH LANGUAGE ARTS CURRICULUM GUIDES

NCTE's Committee to Evaluate Curriculum Guides and Competency Requirements has repeatedly revised its criteria in an effort to keep pace with the practices of the best curriculum developers. These criteria were formulated with several objectives in mind. First, they provide each member of the committee with a uniform basis for initial evaluation, with each guide viewed as a unique document. Second, the criteria serve to help schools and other educational agencies that are in the process of developing and evaluating curricula. Finally, the committee hopes that the criteria may act as a change agent within the field of the English language arts.

Philosophy

This guide...

1. presents a statement of district or faculty philosophy that coherently conveys the beliefs of the developers about student and subject matter;
2. promotes a natural, organic integration of language arts experiences;
3. encourages teachers to view language as both a subject and communicative process central to all human life and learning;
4. recognizes that individual processes of language development and concept development cannot necessarily be grouped into arbitrary grade level expectancies or requirements;
5. reflects knowledge of current and recent developments in modern language theory;
6. indicates that successful language experiences are essential for all students;
7. recognizes the assets of bidialectal, bilingual, and non-English-speaking students in exploring language concepts;
8. recognizes the importance of students' accepting their native language as well as that of others.

Objectives

This guide...

1. includes objectives directly related to the philosophy;
2. states objectives as tasks that can be performed;
3. recognizes that many objectives are desirable even though progress toward them may not be easily observed or accurately measured;
4. sets clear objectives for all major components of the English curriculum within the scope and sequence of the guide;
5. distinguishes teacher objectives from student objectives;
6. includes objectives that are varied and that accommodate a range of student abilities and teaching styles;
7. contains objectives for improving both expressive (writing and speaking) and receptive (reading and listening) language.

Content The Committee to Evaluate Curriculum Guides recognizes that content may be organized in many ways. The content divisions represented in the following items are not indicative of any required or acceptable organization of content. Review focuses on determining which aspects of content are represented, which are emphasized, how they are related, and the relationship of content to philosophy, teaching and student objectives, and assessment.

Content: Language

This guide . . .

1. recognizes that the content of language study often comes from real life;
2. provides for the study of a variety of conventional aspects of linguistics, such as semantics, regional and social dialects, grammars, lexicography, body language, and history of language;
3. provides for both imaginative and informative uses of language in student groups;
4. encourages student application of language appropriate to audience and purpose;
5. distinguishes between grammar and usage;
6. recognizes that acquiring information *about* language does not necessarily improve oral or written language performance.

Content: Composition

This guide . . .

1. suggests strategies for developing composition skills;
2. recognizes the significance of composing as a means of self-discovery and of bringing order to human experience;
3. recognizes that composing is a process involving stages, such as prewriting, drafting, and revising;
4. provides prewriting activities designed to stimulate composing;
5. recognizes that composing is often aided by small-group interaction in an atmosphere of sharing;
6. allows for student-teacher interaction (conferences);
7. recommends that composing occur for varied purposes and usually for audiences other than the teacher;
8. recognizes that analysis of language is an editing tool in the composing process (improves editing).

Content: Reading

This guide . . .

1. provides ways to determine individual degrees of readiness;
2. suggests procedures to help teachers develop student reading skills;

3. recognizes that a total reading program, reaching beyond the development of basic reading (decoding) skills, focuses on student comprehension;
4. relates reading instruction to the whole language arts program.

Content: Literature

This guide . . .

1. provides for a comprehensive literature program;
2. provides for study of various literary genres;
3. recommends that students be allowed and encouraged to select and read all types of literature, classical through contemporary;
4. recognizes that involvement in a piece of literature is more important than talking about literary terms;
5. helps teachers to identify, explore, and accept varieties of effective and cognitive responses;
6. provides for the integration of writing and literature.

Content: Media

This guide . . .

1. promotes audiovisual as well as verbal literacy;
2. suggests ways of involving students in using media;
3. suggests specific media supplements for learning activities;
4. lists media resources available to teachers and specific procedures for obtaining them;
5. recognizes the use of new technology (computers, word processors) in the teaching of English.

Organization

This guide . . .

1. suggests a scope and sequence of basic communication skills;
2. makes clear how particular units and lessons are related to the total English language arts program;
3. organizes major aspects of the language arts according to some consistent, identified structure or pattern;
4. provides a process for learning through which teachers help students become increasingly independent.

Policies and Procedures

This guide . . .

1. explains teachers' responsibilities and suggests options for content and methodology;
2. reflects the principle that students themselves should often generate learning activities;
3. reflects the participation of the total educational community;

4. regards textbooks as resources rather than courses of study;
5. supports the view that curriculum building is an ongoing process.

Design

This guide . . .

1. is easy to read: the language is clear and effective;
2. is presented in an appealing form and style;
3. has a format, such as loose leaf, that makes revision convenient;
4. states its relationship, if any, to other curriculum guides, district goals, or graduation requirements;
5. suggests as resources a large variety of specific background materials and school services;
6. provides a model for evaluation of the program.

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1111 W. Kenyon Road, Urbana, Illinois 61801-1096

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